

ABSTRAKT

Title: Relationship of children with intellectual disabilities to physical activities.

Subject: Research work was attended by 229 pupils (89 girls and 140 boys, mean age $14, 10 \pm 1, 22$) Prague's elementary schools practical and 30 pupils (11 girls and 19 boys, mean age $15, 92 \pm 1, 28$) Prague's elementary schools special.

Goal of the research: To determine the relationship of children with intellectual disabilities, respectively pupils in primary schools practical and primary schools special to physical activities.

Method: To meet the targets were used two unstandardized questionnaires. Both contained a ten-structured and unstructured items that identify the relationship of children with intellectual disabilities to physical activity - specifically the school physical education (in the first questionnaire) and where applicable sport that kids do in their spare time (in the second questionnaire).

Results: Hypothesis, which we assumed most popular physical education as a school subject of elementary school pupils of practical and special, has not been confirmed. Very few pupil sof primary school special and practical do sport activities in their spare time. We found that even the few pupils who attend school's sporting activities. The last hypothesis investigating how pupils get to the sport, were also confirmed. The school hasn't become the main place where students get informations about the sport and how to get to the sport.

Key words: intellectual disability, physical activity, extracurricular physical activities, practical elementary school, speciál elementary schoul, schoul physical education